



The LINK

for Child Care Professionals

Washington State
Department of Social
& Health Services

Fall 2002

Should you consider belonging to a professional association?

By Michelle Kuwasaki,
Associate Director of the Washington
Association for the Education of Young
Children

Why should you participate in a professional association? There are many reasons, and the very first is that you are a professional. As such, you are entitled to the benefits of your professional association. Whether or not you join, your professional organizations work for, and represent, you. As a member, however, you will receive much more.

First, what is a professional organization? Let's start with what a profession is. A profession is an occupation, and it requires considerable training and specialized study. A profession is also the body of qualified persons in that occupation. And a professional association is the organization of those practitioners.

Professional associations know what is needed by the profession and the professionals because they *are* the professionals themselves. They are the people who provide the leadership, vision, mission and values. While some have offices and staff that help provide the services, *you*, the member, are the organization.

Associations offer many benefits to individual members. Most professional associations provide a wide variety of support services that include membership benefits, leadership development, resources, advocacy support, professional

development and networking opportunities. On a very personal level, they validate the work that you and your colleagues do within this field. Having a professional organization helps communicate to those outside the field that your work has value and is worthy of their respect and recognition.

Professional associations serve the profession as a whole. They function as a voice for the field and for those working in it. They respond to the needs of the professionals they serve and work hard to ensure that your combined voice is heard. Your professional association is your cheerleader, your best friend, your greatest advocate.

Professional associations also work to preserve the integrity of the profession. To maintain the credibility and respect of the general public, it is critical to vigilantly monitor, ensure and demand high quality and a commitment to excellence. In doing so, professional associations often determine, define and monitor the essential educational requirements and skill standards. Another way professional associations ensure excellence and consistency is by establishing a Code of Ethics.

The work we do in the child care field is becoming increasingly important to the general public. People are beginning to understand its value, significance and long-term impact. They are beginning to



comprehend that it requires skill, significant education and specialized study. Participation in your professional organization gives us the voice and presence to validate and to increase this growing awareness!

A professional organization is synergy in action. Synergy maintains that the whole is greater than the sum of its parts. Each of us doing this work individually would not add up to the power of us working together.

(Continued on page 2)

Page LINK

- 2 From the Director – field reorganization
- 3 DCCEL launches Listserv
- 4 Moslem providers feel fear
- 5 Long-time regional manager says good-bye
- 7 “Substitute Bank” a success

Field Reorganization

The Division of Child Care and Early Learning (DCCCEL) is going through a reorganization. One of the goals of the reorganization is to increase the number of licensing supervisors in our field offices. It is the DCCCEL Management Team's belief that this will increase the quality and consistency of licensing decisions made locally. In order to accomplish this, the seven regional manager positions were eliminated. We

Olympia LINK

*By Rachael Langen, Director
of the Division of Child Care
and Early Learning*

created five new licensing supervisor positions.

We have also created three positions that will manage the operations and

community relations in three geographic areas of the state: Eastern (DSHS Regions 1 and 2), North Central (DSHS Regions 3 and 4), and South West (DSHS Regions 5 and 6).

I am pleased to announce that I have hired three of the current regional managers for these positions:

- Eastern: Karri Livingston
- North Central: Judy Matthias
- South West: Linda Kalinowski

I hope you will join me in congratulating each of them and wishing them well in their new assignments.

Joining professional associations

(Continued from page 1)

Your Professional Organizations

Eastern Washington Family Child Care Association

For membership information, contact Annette Noble at (509) 921-0990, 812 S. Calvin, Veradale, WA. 99037

Pacific Northwest Montessori Association.

Interested persons can go to the Web site www.pnma.org to find out how to become a member and get information about the organization. There are also links to other Montessori professional organizations and training programs.

Washington Association for the Education of Young Children

Part of NAEYC, Washington AEYC serves those working with and on behalf of all children and families with an emphasis on ages birth through eight. There are 21 local affiliate chapters throughout the state. For more information, contact Missy Harrel, program assistant at (253) 854-2565 ext. 18 or 1-800-727-3107 ext. 18. You can also e-mail membership@waeyc.org or visit the Web site at www.waeyc.org.

Washington State Family Child Care Association

For information, contact Linda Tyner at 1-888-866-2555 or (360) 732-7200, 471 Cherry Ave. Chimacum, WA 98325

Washington School-Age Care Alliance

Regional contact information is available on their Web site <http://wasaca.familysupportctr.org>

A.S.K. Resource Line connects parents with resources for children with special needs

Children who have special health care needs or developmental disabilities face various challenges.

The *Healthy Mothers, Healthy Babies Coalition of Washington's* A.S.K. (Answers for Special Kids) Resource Line information and referral line can help.

Through the A.S.K. Resource Line, families can learn about and connect with local resources to assist them with their questions about child development, evaluation and treatment services, medical financing, recreational opportunities, parent support groups and other information relating to children with special needs.

Promotional materials to share with clients and staff are available in both English and Spanish and are free of charge.

Help connect your clients with a valuable resource in their community. Call the A.S.K. Resource Line at 1-800-322-2588 today.

The LINK

The Link is a quarterly publication of the Division of Child Care and Early Learning, Economic Services Administration, Washington State Department of Social and Health Services (DSHS), for child care professionals. Send questions, comments, or ideas to the Coordinator, The Link, DSHS/DCCCEL, P.O. Box 45480, Olympia, WA 98504-5480.

John Atherton, *Assistant Secretary,
Economic Services Administration*

Rachael Langen, *Director,
DSHS Division of Child Care & Early
Learning*

Leslie Edwards-Hill, *Newsletter Coordinator*

Irenne Hopman, *Editor
Publications Management, Design*

Ask your LICENSOR

By Leslie Edwards-Hill
Program Manager

Question: There is a private school that has licensed extended care before and after school. They are now calling the after-school program a variety of different "clubs" instead of "care." Does it still need to be licensed? Also, there is a full-day preschool and kindergarten. Don't all of these need to be licensed or are there special rules for private schools?

Answer: Before and after school programs in private schools must be licensed unless they can show that they have a curriculum and it is truly an extended part of the school day. If they can't show the program is part of a planned school curriculum, it needs to be licensed as before- and after-school care. Depending on what is offered, "clubs" may be extra-curricular activities rather than a planned curriculum.

Full-day preschool would need to be licensed, unless they have separate programs in the morning and the afternoon. These programs would have to serve different children each session and not operate for more than four hours. If that were the case, those programs would be exempt from licensing. If they are serving the same kids all day, it's child care and needs to be licensed.

Private kindergartens generally register with Office of Superintendent of Public Instruction (OSPI), but they are exempt from licensing. You have to look at the intent and what they are actually doing to see if it meets the exemptions for agencies that need to be licensed under RCW 74.15.020, which states in part:

"Agency shall not include:

(g) Nursery schools or kindergartens which are engaged primarily in educational work with preschool children and

in which no child is enrolled on a regular basis for more than four hours per day;

(h) Schools, including boarding schools, which are engaged primarily in education, operate on a definite school year schedule, follow a stated academic

curriculum, accept only school-age children and do not accept custody of children;

(i) Seasonal camps of three months or less duration engaged primarily in recreational or educational activities...."

DCCEL launches new public Listserv

What's Going On?

On Sept. 16, the Division of Child Care and Early Learning (DCCEL) launched a new online public information service called "DSHS Child Care News." This information will be delivered via a Listserv, which is an electronic mailing list of e-mail addresses.

What will DCCEL use the list for?

DCCEL will use the Listserv to communicate vital child care-related news to the public at large, such as:

- Changes to the rates DSHS pays child care providers;
- Important changes to Washington Child Care Coordinating Committee or Child Care Licensing policy;
- News about reorganizations within the Division;
- Child care budget news; and
- The latest issue of the DCCEL *Link*.

Who can join the "DSHS Child Care News" Listserv?

Anyone can join: providers, stakeholders, state staff, or anyone else with a computer and an Internet connection.

How will DCCEL publicize the Listserv?

This announcement is one way. We've

already notified key child care stakeholders around the state. In the weeks to come we'll be sending out postcards to all licensed providers in Washington State informing them of the new service and telling them how to sign up.

What is a Listserv, anyway?

A Listserv is an electronic mailing list. Listservs allow people with common interests to more easily exchange information using electronic mail. An e-mail message sent to a mailing list address is automatically forwarded to all subscribers to the list. The person sending the message does not need to know the electronic mail addresses of all subscribers, only the address of the list itself. As people join and leave the list, their electronic mail addresses are automatically added and deleted from the list's set of forwarding addresses.

So how do I join?

Simply point your browser here and follow the instructions.

Who do I contact if I need technical assistance?

E-mail Roger Long at LONGRV@dshs.wa.gov or by phone at (360) 413-3259.

New DCCEL Internet site now live!

The new DCCEL Internet site is now live. You can access the site at <http://www.dshs.wa.gov/esa/dccel/>. This site replaces the previous Office of Child Care Policy and Working Connections Child Care sites.

Features of the site include:

- DCCEL Resources by county at <http://www.dshs.wa.gov/esa/dccel/resources.shtml>
- Current information on DCCEL staff: <http://www.dshs.wa.gov/esa/dccel/staff.shtml>
- DCCEL publications: <http://www.dshs.wa.gov/esa/dccel/publications.shtml>
- A Glossary and "Frequently Asked Questions" section: <http://www.dshs.wa.gov/esa/dccel/glossary.shtml> <http://www.dshs.wa.gov/esa/dccel/faq.shtml>

This is our first step toward providing a greater Internet Web presence for the division. We welcome your comments and suggestions for enhancements to the site. You can send them via the site's "Ask DCCEL" link, located at the bottom of every page, or simply reply to this message. Please allow time for your changes to appear.

Some Moslem providers experience fear after Sept. 11, 2001

By Jeanie Fernandez, DCCEL Family Child Care Home Licensor, Region 4A

On Monday, Sept. 10 we all woke up and things felt "normal," safe. In fact, we never gave our safety, America's safety, a second thought. Then came 9/11 and life changed forever. As days went on we wondered who are these people, how could they do this, why do they hate us this much, what will happen next?

I usually do not make a point to tell providers that I am part Egyptian and Moslem. I don't "look" Arabic; I don't cover my head or look "different" from the average American.

The providers that did know my background began calling me crying, fearful, anxious. What should they do? What is going to happen?

I had no answers — only an ear and a shoulder. I encouraged them to just ride it out and stay as safe as possible until everyone calmed down. Some people reacted by taking their children out of child care homes where people looked different, spoke a different language and worshipped in a different way. Difference meant fear even though on Sept. 10 the differences were appreciated, were interesting.

The Iranian providers wanted the Americans to know they didn't consider themselves Arabs. The Indian/Pakistani providers didn't want to be identified as Arabs. The Somali/Ethiopians didn't want to be called Arabs. I asked them to remember that Americans in general did not understand the differences. I also reminded them that they were all Moslems and all sisters and brothers. This did not make them fanatic terrorists.

Providers were calling and telling me that they were being asked to be searched before entering a K Mart, others' husbands were fired from their jobs, neighbors began shunning them, not letting their children play with their children.

I have a provider from Afghanistan. This woman called me crying saying that she had just heard that her father had

died in Pakistan. Her mother and father escaped from Afghanistan when we were bombing nonstop and had made it safely into Pakistan with just the

clothes on their back. They were in a hotel. Her father fell in the shower, hit his head, and died instantly. She wondered how he could survive bombs and then die in the bathroom. The world was not making sense to her or anyone else.

Americans have settled back to life but not living in quite the same way. On the fourth of July I asked my teenage daughter to not go to the Ivar's (fire-

works) Celebration or go near the Space Needle. My daughter does look Arabic and has an Arabic name, but that's not the reason I wanted her nearby. It's because we all are a little scared, a little anxious. We don't want this fear to consume us and prevent us from going on with life, but we are all more cautious.

For my Moslem/Middle Eastern providers settling back means something different. The prejudice is still there but is sometimes more covert instead of outright threatening. Now it's the looks, comments, and, as one provider put it, "a strange look in their eyes when they look at me."

Some providers have had children taken out of their child care and never found new children. Other providers have grown and are prospering. I have one provider who said her parents were always supportive and kind. It was when she left home that she was scared.

We all worry about another attack and what would happen. I wonder if we will ever become more tolerant and understanding of our own human brothers and sisters.

Salam
Peace



Information to help prevent accidental death available on DSHS Web site

By Susan Biles, M.N., R.N., DCCEL Health Policy Program Manager

With the exception of Sudden Infant Death Syndrome (SIDS), the leading causes of unexpected deaths are vehicle accidents, firearms, drowning and fire. Many organizations in Washington and across the United States provide useful information for parents and families, who are the best line of defense against the **leading causes of accidental deaths** of children. Much of the information is either free or very low cost. Child care providers are a vital link to the prevention of accidental death. You can educate both the children and their parents.

The Department of Social and Health Services has reviewed scores of public service brochures, posters, fact sheets, booklets, videos and Web sites to identify those that could prove especially helpful to families and child care providers. A list of these resources is available on the Web at: <http://www.dshs.wa.gov/mediareleases/2002/pr02116.shtml>. Then click on <http://www.dshs.wa.gov/mediareleases/pdf/ChildSafety-matrix.pdf> to view or print the list of resources.

As change comes to DCCEL, regional manager says good-bye

By Larry Levine

*Former Region 3 Regional Manager
Division of Child Care and Early Learning*

This is a difficult task for me — having to say farewell (not good-bye) as regional manager after more than eight years on the job. I do not do well with endings although I know that life is a series of beginnings and endings — birth, death and all important life events in-between.

For me this is an ending, but also a beginning. As I look back on my years as regional manager, I feel satisfied about what I have accomplished. Sure, there are aspects of my job that I wished I had done differently; tasks I wish I had tried or accomplished; or decisions I made that I wish I had not made. But that is all behind me now. I look forward to a new beginning.

The management structure of the Division of Child Care and Early Learning (DCCEL) has been reorganized. (See Director's Corner, page 2)

I was regional manager of Region 3, which consists of Island, San Juan, Skagit, Snohomish, and Whatcom Counties. The reorganization calls for combining regions (1 and 2; 3 and 4; 5 and 6). Sept. 16, Judy Matthias, previously one of the regional managers in Region 4, was appointed field manager responsible for Region 3 and Region 4.

I have known Judy for many years. I have a great deal of respect for her ability as a manager. She licensed child care centers before becoming a regional manager. She has proven herself as a successful and effective manager. She is very much committed to working collaboratively in partnership with parents, families, child care providers and stakeholders in the community. Please join me in welcoming her to Region 3!

As I leave my position I have very fond memories that will always stay with me. I will remember the hard work and dedica-

tion of staff with whom I have been honored and privileged to work. I feel selfish since I learned so much from them. I hope they learned something from me as we shared the work at hand and worked so well as a team.

I hope they will carry on the tradition of the FROG to show their appreciation for the work of individual team members. I will always remember and cherish the time the FROG was awarded to me, for my quirky sense of humor, among other qualities. I will remember our unit meetings and retreats. I hope they were as

much fun for staff as they were for me. I will remember sharing the positive and negative aspects of licensing—the joy of walking into a family child care home or center and observing providers and staff totally engaged in wonderful activities with children — or the sense of sadness when we

walked into a child care home or center where not so wonderful things were happening for children. I can thankfully say that the negative aspects of licensing were the exception and not the rule. To our Region 3 DCCEL team, I say, "Thank you. You are truly special."

I will remember the hard work and dedication of child care providers and staff who often perform their jobs for little pay; and

- child centered activities and materials that are developmentally appropriate and culturally relevant;
- following the lead of children — allowing children the freedom to make decisions within reasonable limits;
- children who are happy, laughing and playing, engaged with each other and staff, including children with special needs;
- staff talking to and providing infants with stimulating activities, stimulating their synapses and dendrites to develop during that most important first year;

• offering programs and activities for school-age children that are developmentally and age appropriate, creative and stimulating;

• Providing a sense of wonder and discovery for all children in care!

I will remember the hard work and dedication of Child Care Resource and Referral agencies. I will especially remember and cherish my close relationship with Lorrie Milford and Wilanne Ollila-Perry. I value their friendship and their personal support of me. They shared the ups and downs of both my personal and professional life. I thank them for being there for me.

I will remember the county health departments, colleges, universities, community colleges, and vocational colleges; Head Start and ECEAP, fire marshals, Working Connections Child Care, and all other agencies and organizations that support children, parents, families and providers. I could not have done my job without all of you.

I will remember Jonathan Feldman with great fondness. I still feel a sense of loss - his passion for his children, sailing and for child care-passions he shared with anyone who would listen.

I will remember the Child Care Provider Appreciation nights. They

were truly memorable. I will remember the passion of Latino child care providers and their enthusiasm for children, families and their culture.

I will remember the Russian and Ukrainian refugees who bravely escaped their native country, coming to the United States to enjoy religious and political freedom denied them in the Ukraine and Russia. I feel a special bond since my grandparents came to this country from

"I can thankfully say that the negative aspects of licensing were the exception and not the rule."

"I will remember the passion of the Indian Tribes located in this region — all with rich child care programs educating their children in their native language, customs, and traditions."

(Continued on page 6)

Being John Malkovich, Licensors

By Jim Teeters, Child Care Licensing Investigator/Trainer, Region 4-B

If you did not see the movie *Being John Malkovich*, here's a brief synopsis: People found a way to enter John's brain and to see and feel things the same way he did (OK, it was a little...no, it was *very* bizarre, so I'll spare the details). It was about complete, accurate empathy for another person.

Recently, licensors have come under criticism by some providers for being hardheaded, heavy-handed, inconsistent, and capricious (all my words - I imagine the worst). To those who embrace these descriptions with a hardy "right on!" I want to offer some observations from the "inside" (I only speak for myself).

1. As a licensor I aim to serve providers, parents, and children to the best of my ability within the parameters of the laws and policies governing our agency.
2. I am human and therefore I err. I

try to rectify my errors as quickly and fully as possible (trying not to repeat them).

3. The licensing job is complex. So many rules, regulations, policies, procedures, deadlines, paperwork, and pressures. So many personalities among co-workers, providers, and managers. So many points of view about all aspects of the job. Not to mention the complex role of regulator (cop) and facilitator (consultant) that can get very tricky – no cookie cutters here.

4. I have loved and hated this job! I hate to see complaints on a provider.

Knock on the door, see tears and disappointment, battle through defensiveness toward the hoped for resolution. I hate summary suspensions and court hearings. But I love helping providers become successful at doing what they love doing. I love to serve people, find answers and resources, and hear the "thanks, you've made my day." I love to see happy children in loving, stimulating places.

5. Please try to see us as human beings doing a very challenging and complex job.

Good-bye

(Continued from page 5)

Russia.

I will remember the passion of the Indian Tribes located in this region — all with rich child care programs educating their children in their native language, customs, and traditions. They taught me much about the importance of history, traditions and of place, and the importance of transmitting their rich history, traditions and language to their children, something I understand and feel I have in common as a Jew.

I do look forward to the future. I am optimistic about my future and the future of child care in this region and state. I feel confident that we will all weather this difficult economic storm, coming through stronger than ever. The key is continuing to work together as partners, supporting each other.

I wish you all the best in the future. I will truly miss you.

Provider update

ESHB 1144 Implementation Information - WorkFirst volunteers

*By Pat Dickason,
Licensing Policy Program Manager*

During the 2002 Legislative Session, the Legislature approved ESHB 1144, sponsored by Rep. Gigi Talcott.

ESHB 1144 allows a WorkFirst parent with a child under one year old to volunteer in a licensed child care facility if the facility agrees to accept the parent as a volunteer and accept the child without compensation while the parent is volunteering at the facility. Neither the parent nor the child will "count" in determining licensed capacity or child-staff ratio.

WorkFirst revised rules permit a parent engaged in WorkFirst Pregnancy to Employment to qualify for a part-time exemption by volunteering in a child care facility licensed under

chapter 74.15 RCW. The facility has to agree to accept the parent as a volunteer.

Either child care centers or family child care homes may agree to accept parent volunteers and their child.

The facilities should be aware that there are no provisions for provider reimbursement for costs associated with a parent volunteer and their child. The WorkFirst social worker will determine the parent's activities.

Please feel free to contact Pat Dickason at (360) 413-3291 or dickapj@dshs.wa.gov if you have questions.

Health & Safety News

Caring for children with diabetes in child care settings

*By Debbie Lee, Ph.D., M.N., R.N.
Public Health Nursing Consultant*

Recently there have been questions raised about children with diabetes in child care settings. These questions have been around the federal Clinical Laboratory Improvement Amendments (CLIA) and how this law is implemented in child care.

CLIA regulations have to do with facilities that analyze materials derived from the human body for the purposes of health care, treatment and screening. The issue has been whether or not child care providers doing blood glucose sampling need a CLIA waiver, at a substantial cost, in order to be able to test children in their care.

We have received information from the Department of Health Office of Laboratory Quality Assurance that child

care providers do not need a CLIA waiver in order to provide blood glucose monitoring in Washington state *if* they meet the following requirements:

1. The provider is doing blood glucose monitoring of the child with diabetes using an FDA test that is approved for home use, and;
2. There is no extra fee charged for the testing.

This applies to both child care centers and family homes.

If you cannot meet the two requirements above, then you would need to get a CLIA waiver because your child care setting would be considered a medical test site.

Your role is as with any child with special needs in child care settings: to work as a team with the parent, health care provider, the Child Care Resource &

Referral agency and the Child Care Health Consultant from your local public health department to be sure you have the information you need to care for the child.

Remember, nurses do not have “delegation privileges” in child care settings so it is not their role to teach you how to conduct blood glucose sampling. Parents can delegate this authority to you.

Also, remember that “reasonable accommodation” according to the Americans with Disabilities Act is an individualized decision based on the child’s needs and your resources.

Again, if you are using a home monitoring kit for glucose sampling and there is no fee involved to test the child, then you do not need to obtain a CLIA waiver.

Child Care Substitute Bank in Tacoma/Pierce County is a success

Child Care Resource & Referral (CCR&R) in Tacoma/Pierce County, along with six counties statewide, received a Recruitment and Retention grant from the Department of Social and Health Services to operate a “Substitute Bank” program.

Substitutes are pre-qualified, trained and ready to meet the emergency and temporary employee needs of family child care homes and centers in Tacoma and Pierce County.

This program has been very successful. Over 30 active substitutes and more than 4,000 hours of substitute care have already been provided in Pierce County.

Substitutes must be 18 years or older and have completed or be willing to complete the following training and certifications:

- Tuberculosis test

- DSHS criminal history and background check

- Employment eligibility (Form I-9)
- Food handler’s permit
- HIV/AIDS training certification
- CPR/First Aid certification
- 20-hour STARS basic child care training

Substitutes earn \$10 per hour, paid by the child care provider. CCR&R reimburses the provider \$2.50 per hour for each substitute employed through the Substitute Bank.

Here’s one provider’s experience with the Substitute Bank:

“I wanted to let you know that my experience with the Resource and Referral Substitute Bank has been wonderful and I support it one-hundred percent.

“I have been a child care center director for 29 years and I can honestly say that

the Resource and Referral Substitute Bank is one of the best programs to happen for child care that I’ve seen.

“In the past, finding and training substitute teachers has always been expensive and time consuming. Now, with a simple phone call, I can have a trained, experienced child care substitute at my center. The cost to us is fair and reasonable and the fact that you pay additional monies to enhance the substitute’s wages makes this a win-win situation.

This program is vital in helping us to provide quality child care services to children and families in our community and I hope it will continue in the future.”

*Barbara Mitchell, Director,
Kitsap Child Care And Preschool*

If you know someone who would like information about how to qualify as a substitute, call Donna at (253) 591-5344.